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MEETING

of

PERSONNEL DEVELOPMENT BOARD

15 March 1962

. . . . The meeting of the Personnel Development Board convened at 3:00 p.m. on Thursday, 15 March 1962, in the D/Pers Conference Room. The following were present:

Emmett D. Echols, Chairman



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Recording Secretary

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MR. ECHOLS: [REDACTED], your paper on a mid-career training program is obviously the major item for discussion here. Would you want to take over and approach it any way you want to approach it.

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[REDACTED]: I'd like to read a few things that seemed to indicate that it is incumbent upon the Director to give consideration to a mid-career course of some sort.

The first item -- and these are all late items -- General Taylor, who is Chairman of the President's Special Group for Counter-insurgency, reported to the Special Group, and I must assume to the President, that the CIA does not lend itself to mid-level training. This was based on his observation of the CIA training establishment. Therefore, we have no course which fills the need for mid-level type of training contemplated in [NAM-131]. Let me read -- this is what General Taylor said, and this is what he has told the President. Let me for the record indicate too that the National Security Action Group and the Special Group consist of General Taylor as Chairman, the Attorney General, the Deputy Under-Secretary for Political Affairs, the Deputy Secretary for Defense, the Chairman of the JCS, the DCI, the Special Assistant to the President for National Security Affairs, and the Administrator of AID. One of the missions of this Special Group is to ensure

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the adequacy of training in the Department of State, Defense, AID, USIA, and CIA.

The next item that brings attention to Government agencies having a mid-career course was a statement made by Senator Jackson, chairman of the Senate Subcommittee on National Policy Machinery. Now this is a quote from "The Federal (See attachment A) Spotlight" / [13 March 1962] recounting some of the items Senator Jackson covered:

"Government civilian generalists should have integrated knowledge and understanding of military matters, modern weaponry and its capabilities, technological development, procurement, use of intelligence service, use and limitation of propaganda and political warfare, international relations and other knowledge relating to national security matters, Senator Jackson said. 'No one is being trained for such jobs in an organized way,' he declared. 'In this respect our civilian career services have much to learn from the training and promotion system of the armed forces which is designed to develop the general staff officer,' Senator Jackson observed."

Now, concluding my little speech I'd like to point out that while a tentative mid-career course has been prepared by the Office of Training the preparation of that was based pretty much on pulling some of the material presently being given the various courses out for re-treading at mid-career level. By reason of the Counterinsurgency Group's efforts and Senator Jackson's efforts about mid-career training, this training course of six weeks is somewhat out of focus -- so the proposal that has gone up will have to be re-done. But first, I do think that once again we ought to consider requirements. Well, first of all, I suggest this meeting either agree or disagree that the DCI should establish a mid-career course. And following that I think we should consider what the requirements for a mid-career course should be - straight across-the-board. And then following that, who will attend the course and what pressures will be brought to bear to create attendance.

☐ Would you describe counterinsurgency to me? What does this new term really mean? 25X1A9A

☐ No, I won't attempt it, ☐ The definition of terms is being worked over by a special committee in the Department of Defense, and they have not agreed on the term or a definition for counterinsurgency that has been officially accepted by all agencies concerned. 25X1A9A

☐ Let me interject my objection. I do not think we should consider a mid-career course in terms of the requirements that are being levelled upon the Agency for counterinsurgency training. I think if this is a mid-career

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course for CIA personnel that would involve the DD/I, DD/S and DD/P it should be broad in its concepts. It should prepare these individuals for wider responsibilities, whether we have a counterinsurgency situation or whether we have the world in a more normal situation than it is right now. The problem of the Counterinsurgency Subcommittee of the Special Group is being handled - not well, I grant you - by the Director and a few others trying to get to the Director with: What are you going to do? But we may end up by asking for the development of a course on counterinsurgency for certain senior officers who are going to certain areas that remain critical. We are fighting valiantly to stay away from taking the whole world in a modernization concept and moving the underdeveloped areas up to our standards, as the State Department would like to do it and train people on that basis. We are trying to target ourselves into a certain specific critical area. This thing is for our 13's and 14's to move at a particular time in their service to get the broadening education that is necessary in order to move from shall we say a targeted or spotlighted experience background into the broader supervisory and responsible positions which they take over, such as, from our point of view, a Deputy Chief of Station, a Chief of Station, and things of that nature.

I don't think we should allow this counterinsurgency bit to influence our thinking, and I use the term: we have to think big and broad and long, as far as we are concerned. The counterinsurgency bit is a separate deal. And we buy this particular concept, particularly since you have approached it from the point of view of the core of your instruction which is going to be common to all individuals, whether DD/I or DD/S or DD/P, with the intent to expand upon or extend the education of the individual after that six or seven weeks into those areas which are most useful to - say in my case, the DD/P, you see. And we think this is the way it should be done. I don't know about the DD/I and DD/S - what their approach to this is, but I would suggest that they comment. We are perfectly agreed with (1) the need for education at this time in a man's career, (2) the approach you made on it -- recognizing that this is not just all one world, that within the Agency there are certain requirements over and above the hard core -- as you have indicated in here, for example, that a DD/S individual might go to Harvard for six or eight months after the 6-weeks' core.

I do not know at the present time what additional education we would give individuals, but it might be on an ad hoc basis, once they had the hard core

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and had been selected based upon their performance in the last 10 or 15 years - selected for this particular period of education. DeB agrees with me at this particular time we approach this in a similar fashion as you do attendance at the National War College, Armed Forces Staff College, and all the rest of these things. And while you have more people involved than you do have slots in this particular school, it's a matter that has to be developed as an honors' course -- the guy who is selected for this is the individual who is probably going to get a pretty good job later.

So I would say in summary that we buy this concept. We would like to build upon it. We would recommend at the Career Council that this particular concept be accepted, with the various Deputy Directorates tossing in their ideas as to what should follow after the hard core you have accepted for their particular individuals, and that these individuals should be selected at a time when they are a 13 or a 14, or possibly a 15, based upon the rapidity with which the individual progresses through his career - for this type of training - in anticipation of more responsible assignments. I don't like the CI concept being involved in it.

Well, it won't go away.

No, and we have to do something about it, but not here.

I don't think we should push it aside, as you seem to want

to do.

I don't want to push it aside, I just don't want to consider

it in the context with this one.

If we want to consider it a mid-career course I think we have to put in it something that satisfies the requirements directed toward us.

That is not the point -- whether we have a mid-career course or not is the point. Part of the mid-career course may very well be recognition of a bloc of instruction involving counterinsurgency.

All right - I'll buy that. But let me get this in the right framework -- General Taylor has told CIA that they must label their courses--

No he hasn't.

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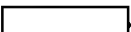
He did it in my presence. He is heading up this Committee--

This was the mistake made in having them go down there without having somebody along who was trying to direct his attention in the right field. We are teaching counterinsurgency in all the various aspects.

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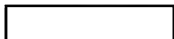
But we have no one course, and he says--

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He told you that down at  but the point is as far

as this NAM is concerned what he needs is a cross-fertilization of the senior officers involved in the carrying out of the functions of counterinsurgency in the various and sundry agencies of Government. That is what we are trying to make the Boss understand -- but it's very difficult to get to the Boss. Now we may be faced with -- come next week or the week after next: You will label a course counterinsurgency. We have a dozen courses we could label that, and satisfy this requirement. We don't want to do that -- we hope we could do it in a way that we could say that we are teaching those things related to counterinsurgency and put in blocks of instructions inviting people in the course to the counterinsurgency problem. But our main need at the present time is for a course - interdepartmental - which establishes as (1) the U. S. Government's position in trying to attack this problem; (2) the functions and responsibilities of the various departments involved; (3) the relationship between the various and sundry Government departments who are involved, and an understanding upon the part of the senior officers who are going to represent those agencies overseas as to how they work together. That is what we need -- not a course inside of CIA. That is what we are trying to get across -- that is what we are hopeful of -- and they're talking over there right now in a special group -- I don't know whether it's going to work. And if they come down and say, "You have to give a course in counterinsurgency" - fine, but it's not this course.

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I'll buy what you said a few minutes ago -- I don't know just how you phrased it -- (1) that we do need a mid-career course; (2) that we must fuse into this mid-career course some of the elements of counterinsurgency, so-called.

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I would say this course should never be static, you see.

If counterinsurgency is one of the problems of the world at this time then have a block of instruction instructing these particular individuals. But this should not

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be labelled or be called a counterinsurgency course. This is our mid-career course, and it encompasses a wider spectrum than counterinsurgency. It might go into what the Department is now calling "modernization", in which they have 50 missions throughout the world they are worried about -- this is the bringing of underdeveloped areas to a place where they can be developed. The problem we are faced with is a fear ⁱⁿ that/the Department's attempt to develop the institution of modernization studies to consider 50 missions they forget there are probably six to ten places in the world where people are shooting each other. That is the problem we have right now. That is the problem we want to attack.

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Of course that is much further advanced than this problem here.

They want to put the modernization studies in effect next fall, to develop means whereby you determine what steps society should go through to become a more sophisticated society. It's so broad. It's like taking the world and space around it. When we have a problem in Vietnam, Laos, Cambodia, Cuba, certain places in Latin America -- you have to attack those right now. Our problem is to try to get this particular group to focus on that particular, specific series of areas where we should do something now. There is no objection to the philosophical approach to this thing on modernization, but we say let's do first things first.

Well, I'm out of breath.

MR. ECHOLS: I haven't been privy to all of this business on a counterinsurgency course, but off-hand I think I would strongly endorse your /indicating position myself. I think our immediate problem with which we are ^{25X1A9A} involved in Training is much broader than that specific problem.

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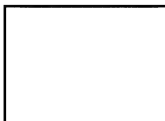


I would like to underline one of the points that Bill made in regard to this core program and that is that I think one of the important things to do first of all, before we even talk about what some of the problems are or some of the approaches, is to be sure this has top-management backing. Until we know the DCI or the DDCI is heartily in favor of the same thing recommended previously, I think it's a mistake to launch this sort of thing, because the permissiveness of training here has been a problem all the way along, and unless we are very sure

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that there will be some kind of sincere pressure on people to do this, I think it's going to be a waste of time.

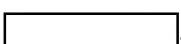
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How do you suggest we go about that?

I don't know. I think some kind of report -- after we have had a further discussion of some of our problems and the underlying management philosophy that has to be spelled out specifically, I should think some kind of a paper forwarded for his approval might be a way to get at this.

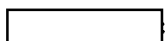
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Doesn't the Career Council recommend action to the

Director?

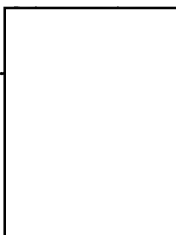
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And I believe this is to go to the Career Council.

MR. ECHOLS: But I think you may be going to points like this: we haven't decided all the magnitude of this effort but if it is to involve let's say 200 people a year for as long as six months, this has ceiling ramifications and budget ramifications of considerable importance, and the Director is going to have to subscribe to such a program in terms of ceiling and overages and what not. So just to say: Are you in favor of a mid-career training program - yes? or no? -- may not be the adequate solution.

training-



Back a long time ago the then Deputy Director had 5% in

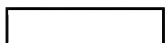
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I would try to vote against that sort of approach.

I would, too. It doesn't make any sense.

But I think you are perfectly right, Dorothy, we should establish a dimension to this particular exercise, which he could recognize and say: All right, based on the number of people I have on board here, we will have yearly or twice a year -- whatever it may be -- so many of them involved in "advanced training". Then I think it's possible, practical, feasible, and I go for it. But we're asking him to read into a situation about which he knows very little, and we have been worrying about it for the past couple of years.

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Another thing I am ignorant about but would like to know a

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little more about is the references I have seen to the DIA courses or school that is going to be set up for intelligence officers, and I'm wondering to what extent this might possibly be something that would be star-studded enough so that we wouldn't want to be in conflict with that in any way -- ours would be a much more personalized planning program for each individual, or whether we tie into that, or what our relationship would be here.

25X1A9A [] We could quite possibly tie into it, but I don't think we would say they are in competition--

25X1A9A [] No.
The DIA, as I understand, is attempting to train a core of intelligence officers within the military.

25X1A9A [] The DIA school is a new one which combines the naval attache
25X1 school [] with the DIA effort to bring to that school I think some 200 potential attaches for an eight to ten month course which will include some language, some area, and some State Department training -- extension of Communist influence, Communist operations -- and then separate the class to a certain extent and bring them into naval intelligence, air intelligence, military intelligence, and then let them go abroad to their courses.

25X1A9A Now I have talked to [] who is the Director of Training for DIA, and he has indicated in the event we would want such a thing for training purposes or for cover purposes, or just to have a slot or two there every year, we are perfectly welcome -- and we should be, because we contribute quite a number of the lecturers. But that is a different thing altogether.

25X1A9A [] Isn't it possible, Bill, we might - after they establish the DIA school - find it useful to not go for just a couple of slots but to have some of the individuals in this mid-career bit participating in some of the lectures that take place over there in the DIA?

25X1A9A [] I think we would be welcome there in almost any proposal we
25X1A9A could make to [] I think as one of the things he would be perfectly willing for us to go over the course with him. As a matter of fact, he has taken a lot of our material.

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Well, with the Career Council are we in a position right now to be specific enough at a Career Council to say that we agree with what you have recommended and we are going to pass it along to the DCI, and is that proposal in a situation where the DCI can recognize shape, weight, and other dimensions and make a decision? I like the core concept and I like the extension which will be part and parcel of each Deputy Directorate's development of its own group of individuals that are selected for this particular additional training.

Do you think we should get the usual approval in principle, Dorothy, or do you think something more specific?

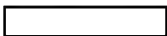
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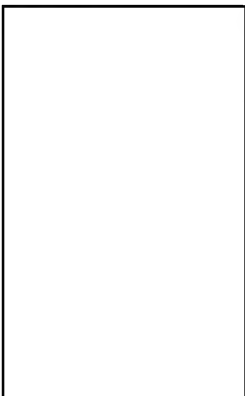
I don't know. I don't know what we had in mind today. There are four or five things that occur to me we ought to give some thought before we present it to the Career Council, otherwise what would go to the DCI would be a little vague.

One of them I have in mind is I think the manner of selection of these people and the standards by which we are selecting would really require manpower planning 10 to 15 years in the future, and I think we better do a better job of planning and setting standards of what we are trying to select for, and with proper placement after this kind of training, which is going to be very costly, than we are now doing.

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I'm not sure I agree with the 10 years in advance, but I'm sure a couple of years in advance we have to do a similar job as we do right now with the National War College and other schools of that stature. I believe in the fall we select the individuals going next August. We may even have to extend that to a year or so in advance. But we do have to establish how many people--



what is mid-career.

can be 13 or 15--

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Yes, particularly since we have a lot of catching up

to do.

mean in the beginning we will have 15's in--

Until we get caught up.

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[] That is possible. That is why I wanted the wide spread.

I think perhaps later on we might say the 13's and 14's are the eligible group -- and if a character hasn't made this particular selection by the time he is a 14, he is going to remain a 14, and the individual who does make it at 13 or 14 has prospects of working into the supergrades and larger responsibilities. But we certainly aren't ready for it now.

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[] Incidentally, we are very much for this thing just as

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you [] indicating [] said here, but whether that applies to the DD/I -- this was the reason I asked what is counterinsurgency -- whether it is an action program which in a sense leaves us out of the picture, then I certainly agree it perhaps should be touched on as one of the four points - understanding of national policy machinery or impact of international communism.

We like the idea of the core program and the additional individual time. We have had a meeting of all our Assistant Directors and Mr. Amory on this, and we talked about it at some length, so I'm speaking for the DD/I top management, and it was agreed that we would like to have the total number per year around 15 or 20. We think our additional training will probably be academic, which is a 9-month run, so you add 6 weeks to 9 months, and if you have two groups twice a year out on this, this begins to be fairly painful -- because we don't expect we are going to drop all the other types of training that go on. So we would like to see this once a year, with this limited, as you said, to 50 or 60 - somewhere in there, which would give us 15 or 20. And it was agreed that we would select these people, we would not ask for volunteers at all, as we did for the national colleges. We will select a DD/I group. I asked if we should do as we so often do in our areas - we give a quota to every office and say, "You come up with two" and "You come up with one" -- and they agreed with me we would not do this, that we will have a selection program and designate the guys to go, and they will be selected from the DD/I as a whole, not from each office.

MR. ECHOLS: You would place the responsibility and authority for the selection of individuals with the Deputy Director, is that right?

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[] That is right.

MR. ECHOLS: And he in turn could do it through his subordinate Career

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Services, in all probability.

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[] Well, we would certainly ask for them to designate individuals -- and double the number, or whatnot, of the quota -- and then we have two DD/I-wide boards or groups who I would visualize would make the final selection and take them to Mr. Amory and say, "These are the 15 guys we want to send." And there might be a couple of offices that didn't make it -- we wouldn't try necessarily to have some from each office there.

MR. ECHOLS: How would you determine the total magnitude of the Agency program annually?

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[] It would seem to me Training should make an estimate of what they could handle. If you are going to have seminar discussions you would want small groups -- we don't want a room with 200 people you can only talk at.

MR. ECHOLS: At the same time, we don't want Training to say, "Okay, we will set up a course to handle two groups of 100 a year" - and then have ten show up from each Deputy Directorate.

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[] We think one course a year with 15 or 20 out of us, at the most -- because, as I say, we visualize losing these people for a year.

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[] Can you handle that now, as you see it now, without additional development slots?

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[] There is no such thing as a development slot -- we don't use development slots. They count against your T/O -- what good do they do you? They aren't over and above your active T/O. A development slot counts against you. What does a development slot prove? It's a man out of your work force. So this is my point - we don't think we can handle more than 15 or 20 a year. And this again would be a burden on the offices they have never faced up to before. If we add to this a lot of academic training, which we now feel -- having been in business for 10 or 12 years and having a group of analysts who have been on the job for 10 or 12 years, we now have to get into a sabbatical type program. We have done a lot of talking about this -- and here is something we could hitch that thinking to - right onto this core. And this would have a bearing, perhaps, on the time of

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year you gave the course. If our people could come out of this say toward the beginning of an academic year then they would have this and go on -- or even the other way around -- I don't know that that matters.

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What do you think about numbers, Bill?

I'm inclined to go along with Von. I'm just wondering about whether we should think in terms of two classes a year, or whether or not we should look at the over-all program which an individual may be involved in -- six or seven weeks plus another four or five months -- in which you're going to have these 15 or 20 individuals occupied for a year's period. If you try to do this twice a year it can definitely be a burden.

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Yes, it becomes a burden. It's pretty heavy.

inclined to go along with the once a year business.

If we had these development slots we could use and not count, that would be different.

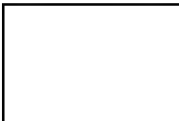
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I think in some instances in the DD/S there would be places we would have to do an actual filling of a slot while the person is gone.

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Would this be a matter of a transfer back to the same slot?

I would hope he was not going back into the same slot.

MR. ECHOLS: Many would be between assignments.

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We simply could not really guarantee they would come back to different jobs.

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I suggest now we have one class a year of 60.

Remember, we have a 4th Directorate now, and he would want a piece of this, I guess.

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[] We would have five with the Director's Office. So one class per year of 60.

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[] I would visualize for some part of this taking the gang out of town -- like State Department takes its group to Front Royal, and our people going steadily to this course think that is a great gimmick - it's very effective.

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[] Yes, I think for some of the scientific and technical business visits would fit well into this course.

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[] One of the problems I recognize Training will have, and I would have no doubt they can circumvent in some way, is that in the early runs of the course for the first couple of years you will inevitably have some material repetition to some of the people in it, particularly if you're going to the 15 level, and this may mean in order to set the tone that you want right at the outset for this thing a doubling up of small groups from time to time -- which I think Training was ready to take on, if necessary, as a device.

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[] I would think as you develop the four major points of this six week core here that you wouldn't have to expand it a great deal more - the proposed schedule, etc. - to get approval from the Career Council and from the Director. I don't think either the Council or the Director want to see a daily schedule sort of thing. Our AD's were quite impressed by the four slices that you took here -- granted they are all-encompassing, each one -- but not an awful lot beyond that I should think would be needed to give you the authority to develop the course.

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[] I do think you are right, [] but I would go along with

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25X1A9A [] that he should establish for the sake of the Deputy Directors who are going to be there at the Career Council what this does mean as far as the number of people--

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[] Oh yes, all this business of numbers. I'm talking about the curriculum now, as to whether we thought the Director ought to have a lot more detail to give his blessing to this course. It wouldn't seem he would need much more than you have here, and you probably have more in your mind than this--

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25X1A9A [] Yes, I have all of the details here.

25X1A9A MR. ECHOLS: [] you have in the DD/P a very cyclical rotation between Headquarters and overseas activities -- people go out in late spring or early summer, and they return about the same time, go on home leave, and return to duty in let's say late summer. Is there a requirement here that this be staggered to meet your cycles somehow? Is the fall of the year the essential time?

25X1A9A [] There is no guarantee all the individuals who would be selected for this are necessarily individuals coming back from overseas -- they may be individuals who are going out next year. But for the sake of the point you are making, it is a valid one -- I think the fall of the year would be the ideal time for us to try to begin this thing. A rotation is usually completed by the end of September, and people are back from home leave.

25X1A9A [] But we don't meet an academic year if you start a 6-week course in September.

25X1A9A [] It won't meet the academic year if you are going to then continue for nine months.

25X1A9A []: To fit with university experience.

MR. ECHOLS: I think this is a very serious matter here, because if these people come back from overseas and sit around for 20 months the first thing you know they have been injected into a job and you can't pry them loose. And then if you try to get them before going on a new assignment, again they are getting ready for a new assignment, etc., and it's hard to pry them loose. It's almost before a man enters into a new assignment that you have to work in something like this.

25X1A9A [] And summer is not the right time to propose this either. It almost would have to be the last of the spring session--

25X1A9A [] I think we have to write the summer off for so many reasons. You wouldn't get your lecturers.

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25X1A9A [] Take the ordinary family - the kids are in school the rest of the year and summer is the only time they can go away. We have a rotation problem in the DD/P and DD/S. The instructors would have the same problem the students would have in the matter of leave and vacations, etc. So the months of June, July, and August look like they should be written off.

25X1A9A [] What would happen if you started some of this training in March, April and May, or April and May, and then had a lapse for the summer, in order to take advantage of the academic year for the DD/I, particularly?

25X1A9A [] I think that would be all right for the DD/I, but then the DD/P people who are going and coming would be out of cycle. It's difficult to balance.

25X1A9A [] They are two separate and distinct problems.
[] : Will you have an annual rhythm of going and coming?
[] seems to happen that way. That is not written down anywhere, but it seems to work that way.

25X1A9A [] They want to stay overseas until their girls and boys are out of school, and then when they get back here they want to get settled in time for school. This is a family problem.

MR. ECHOLS: Let me ask a question, and carry this one step forward. Assuming we come back with a revised program -- and [] might want to do that in line with what we have been discussing, and perhaps will want to build in something of that counterinsurgency, etc.

[] No, not in this. Von's thought here was that this would do -- on page 6 - "Proposed Schedule".

[] : Put a little more meat in it, perhaps, than you've got here.

[] Weeks III and IV and V and VI.
[] I would suggest you don't do any more than that, really,

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for the simple reason that the more you give people on the top side the more they have an opportunity to nit-pick -- and if they turn around and say, "All right, we approve the idea" - they can nit-pick after the thing is prepared -- and after all, the second course won't be the same as the first, and we will do this by study, research, experience, etc.

MR. ECHOLS: I wasn't referring to specific amendments in that sense, but I was going to suggest you augment the paper with a paragraph or so about the ceiling and budgetary implications of the numbers. And I was going to ask the further question: how would you recommend that the Agency implement a program like this? The thing I'm dreadfully afraid of is that somebody ill-advisedly is going to get out and get on a lecture podium and start shouting about the wonders of our mid-career development program and give the wrong impression to thousands of employees that just because they are a GS-12 or 13 or just because they are age 40 they are automatically going to be picked up and pushed off to a mid-career training program. The worst thing we could possibly do in this Agency is to over-sell this thing. Any acclaim that arises to this program should be based upon the experience of people and the results attained, rather than what publicity we put out.

25X1A9A

I think we have had an experience in that field, Emmett -- well, it's worked out all right - almost everyone knows that we have so many slots - three in the National War College, and that people are selected for those slots. Well, I imagine on the personnel rotation data sheets that come through every year perhaps the wish is expressed by 25 or 30 that they be selected for the National War College. So with the numbers' limitation and the clear explanation that this is a selection process and you're appointed to take this course would make everybody understand what is involved in their being selected or not selected.

MR. ECHOLS: What I'm coming to is if we're going to publish -- and it may be desirable to do so -- if we are going to publish a Regulation which will set forth a simple statement of Agency policy on mid-career development, I hope it is a minimal Regulation that defines our policy objectives, I hope it indicates that this will be to select a small number, limited by budgetary and other

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considerations, and I would hope that it would then perhaps place the responsibility for certain actions, and that is it.

25X1A9A

[] That wouldn't fill a page.

25X1A9A

[]: I agree - I don't think it requires great fanfare - just enough so the people who are managing it and who are making the selections fully understand what it is all about.

MR. ECHOLS: I was about to suggest perhaps we should develop, as an implementing mechanism to go along with the proposal, an implementing Regulation of this very simple type.

25X1A9A

[] I think that would be good.

MR. ECHOLS: Just to carry it one step closer to getting approval or action on this thing.

25X1A9A

[] Actually, the goal as stated in the Training memo here originally had to do with -- I've forgotten what it said now -- the employee who reaches mid-career and has potential ability to become a senior officer. Now those are the same terms we are thinking of in this, rather than talking specifically of executive capabilities, is this right?

25X1A9A

[] That is slicing it a bit thin. I would say senior officers have executive responsibilities.

25X1A9A

[] It's pretty hard to draw a line between those--
[] s going to make some difference as to whether we are talking about this as executive development training for "generalist" officers or whether this is going to take in the high-level specialists also, and I think that should be defined before we get into the course contents.

25X1A9A

[] I think we should -- we might send a crackerjack analyst who was going to be the greatest man on Russian agriculture, just to give him the experience of a sabbatical broadening, but he might never be an AD or a Deputy AD -- but I think he would be a candidate for this sort of thing.

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MR. ECHOLS: I would think so. Isn't the specific proposal made in paragraph 3 -- the people we would propose to put into this program are those who have demonstrated potential for future growth and development. It doesn't say anything about senior positions. This is the one criterion - potential for growth and development -- and I think that is the proper basis. I don't think we should compress this into too narrow a group at all. This is not an executive development program as such, necessarily.

25X1A9A [] One course would produce all the AD and Deputy AD jobs in the DD/I area.

25X1A9A [] We are thinking -- at least I am -- of this as something for the selection of an upcoming Chief of Station in a large station like [] 25X1A6A

25X1A6A [] or something like that, that you can select two or three years in advance the individuals or individual who quite possibly will move into that thing -- he could very well go to this with the recognition of the fact that his selection to attend this "honors' course" was tantamount to a recognition that he has it made -- of course, he can always stumble, but he is on his way. I look at this as a means whereby, to use the military approach, at a certain stage in your history you are either selected and you know you are going to go up and get a star or you better retire in the next couple of years because you're just going to stay where you are. We don't have in this particular organization a 20-year retirement, as they do in the military, but this is part of it, and this will be part of it. Along about the time when you are selected for additional education it's indicative of the fact that you are one of those that has the potential, as the Office of Training has said here, for greater growth. And the word will get around pretty fast that you're going to be a 13 or a 14 for the next 14 years if you want to remain, that there are people who have to do those jobs, and they may not want to retire you but you're not going to go very much further. I think this is part and parcel of the business we have to develop.

25X1A9A [] Could I make a pitch here for something that has come to me through my experience and through comments that have been made to me by officers at this level, that if there is any way we can work into it -- especially if it's going to be this kind of a core -- something besides the case study and the lecture

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and the discussion group -- and I don't know what it would be -- which would in some way involve them in some kind of Agency problem so that they felt that they had some kind of participation in something that really was a current problem and might make some contribution to it -- I think this could be a terrific dividend for the course, if we could work out some way in which top management could show they had that much faith in this group of highly selected officers to warrant the attention of some of the things that they might work on.

MR. ECHOLS: Doesn't the program contemplate using case studies? Why not make them actual studies as well as theoretical studies.

25X1A9A [] One thing the Foreign Service Institute has included in their senior seminar is a group of problems which have been prepared by the various Under-Secretaries' offices, and the problems have a resemblance to current situations. And much the same arrangement is made at the National War College where the Joint Chiefs of Staff make up the problems and the student is required to write a 10,000 word thesis on the problem given to him by the JCS. Something like that I suppose could be worked in, but we haven't been doing that here.

25X1A9A [] Not in six weeks, though.

[] Well, the thesis is the problem at the National War College and you have to do that in the first [six weeks].

25X1A9A [] And at the same time attending full-time courses?

25X1A9A [] Yes. Of course, the full-time course at the National War College is two hours of lectures plus an hour seminar in the morning, and then the afternoon is for problem discussion and the thesis -- the afternoon is free for seminars and problem discussion and research and study. This course doesn't provide for it -- it's only six weeks. I think it's a good idea, and I think it should be developed.

25X1A9A [] I do, too.

[] A common problem for 60 people would be out. We would have to do it on a team basis, I think, and have four or five problems.

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25X1A9A

[] I would hope somehow we get the Deputy Directors active in this -- that this is their team of fellows for this given year, and that they might come on down and work with each of their teams and really talk over some of the things that are of concern.

25X1A9A

[] They certainly should appear at this course at some point, there is no question about that. I think we could dig up a little Training Committee or an editorial group, or something, of people out of ONE or OCI, or something of that kind, who would help you [indicating []] for each course perhaps develop some things that are hot at the moment.

25X1A9A

MR. ECHOLS: Would you want, [] an implementing Regulation to place the responsibility upon the Deputy Directors to participate in the development of this course?

25X1A9A

[] Oh no, I wouldn't want a Regulation on it.

25X1A9A

[] I don't think it ought to be in a Regulation, Emmett, but I would hope when you do get down to the nuts and bolts here that we could have a hand with you [indicating []].

25X1A9A

25X1A9A

[] The reason I don't want a Regulation is, for one thing, that Dick Helms would not sit down with a training curriculum committee to iron out some of the things that he feels should be in it -- and why should he? He has a competent guy there that does it all the time. And Bob Amory couldn't do it - or wouldn't do it. You don't regulate the Deputies into anything like this.

25X1A9A

[] Don't you already have it in the general statement the Deputy Directors will provide either guidance--

MR. ECHOLS: I wasn't suggesting this as a means of compelling them to do it but in order that the scope of the program would be better understood by the reader of the Regulation.

25X1A9A

[] If they will just approve it, we will have no difficulty getting it across. By merely approving it they are backing it fully.

MR. ECHOLS: Well, now, what kind of a package do we think we should

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present to the Career Council and how soon do we think we can do that?

25X1A9A [] The recommendation as made by the Office of Training is the substance of the remarks made, with the stipulation it should be once a year and it should be 60--

25X1A9A [] And where it should be held. This is important, too.
[] Yes. And the budgetary and personnel aspects that you speak of. I'm not sure what you mean by budgetary, except if you do take these lads for a trip it's 60 times X-number of dollars.

25X1A9A [] Once the course is approved we would have to figure that out and put it in our budget.

25X1A9A [] When you say 60 -- is there any other problem you're going to envisage if 15 or 20 are coming out of each Deputy Directorate? I think we just have to live with this situation -- we have 15 or 20 individuals short of our expected number.

MR. ECHOLS: I think you would establish an optimum size program, and your capability to handle this number -- and you're going to fill it up each year, you're not going to waste it.

25X1A9A [] And filling it up is part and parcel of the approach we spoke of, and that is this is a super-duper, ultra-type of assignment, and you may ask for it but that doesn't mean you will get it -- just like the National War College -- but people will be selected for this particular education.

25X1A9A [] I suspect that what will be needed, though, will be the cost of this package - what it is really costing the Agency per year to put on this program. And I further suspect there will be some subtractions in other areas. Some of the people who will be selected will be those who might have gone elsewhere or done other things. So I don't know how this will be balanced out.

MR. ECHOLS: I think we will just have, as a guesstimate, that the average grade of the participants will be so much for 60 people. This is a factual cost on a recurrent program, certainly.

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25X1A9A [] What are some of your ideas as to where it would be good to hold this kind of training?

25X1A9A [] Well, I think it would be better for the people concerned

25X1A6A to hold it at [] but I don't know how the Deputy Directorates feel about that.

25X1A9A [] You mean the full six weeks?

25X1A9A [] Yes.

MR. ECHOLS: Any objection to that? We send people to Harvard for three months and other schools for longer than that.

25X1A9A [] Yes, and I don't think -- if a guy is picked for this thing this should not be a hardship.

25X1A9A [] Would that be any problem as far as the speakers you would want to get? That wouldn't be a problem, would it?

25X1A9A [] Yes, because they tie themselves up for one full day for an hour lecture and an hour seminar.

25X1A9A [] And I would hope this wouldn't be only our family that would be the speakers -- I do wish you would get outside of the Government, if you can, into the academic world. This would make it tougher - to get people

25X1A6A [] You could split it.

[] That is being done now.

25X1A9A [] It's being done on a selective basis.

But as an example, it can be done.

[] Except if you broaden this thing too wide, or if you widen this thing, you will find a tremendous number of individuals from other fields who for this particular purpose -- and we have to judge whether or not it's worthwhile -- []

Now this is a security factor -- minor or major, depending upon the individual involved.

25X1A6A


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25X1A9A



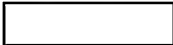
It's something we should consider for the Career Council.

I wonder whether  suggestion that it might be split-- 25X1

And have all the outside speakers here.

And give the individuals, say, the problem to work on
down there where you have them under control.

25X1A9A



Have all the outside speakers in this auditorium here at
Langley.

MR. ECHOLS: That would really put it to use.

25X1A9A



I like the idea of splitting it, really -- if it is agreed --
take three here and three down there.

25X1A9A



Or two here and four there. It seems to me you want
to take a package down there.

25X1A9A



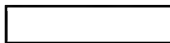
And I think we should conclude it down there.


Yes.


But could we leave that open as to how many weeks here and
how many down there -- I think that would be better, because we have to work that
out.

25X1A6A

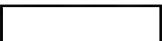
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Partly at Headquarters and partly at 

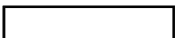
25X1A  -- how many at each place is a matter of scheduling.

25X1A9A



I think the timing of this is going to be one of the major
problems -- to make it come out right for everybody. Maybe I'm over-estimating
that.

25X1A9A



You are entirely correct, the timing is going to be difficult
the first time around. Now take for example if you schedule this thing for April
and May or May and June, the first time we are going to have one devil of a time
if we select an individual who is about to come home from overseas. Next year or
the next time around if somebody is over there we will know far enough in advance

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so they can very well make arrangements to be here on the 1st of April, even if
mama and the children have to stay behind--

25X1A9A

[] That first year of selection is going to be difficult.

25X1A9A

[] How quickly can this course become operational? Are
we really thinking we could put it on this spring?

25X1A9A

[] No.

25X1A9A

[] I didn't think so.

25X1A9A

[] Really, the outside speakers we hope to bring to this course
are pretty well booked up in advance. If we want to get the right people we would
have to have 90 to 100 days anyhow, just to get them.

MR. ECHOLS: Now I'm lost a bit -- I thought we were talking about the
fall a few minutes ago.

25X1A9A

[] I suggested the fall and Von said the spring would be
better for him. We never did resolve this. I don't know what the answer is. I
say whenever you have it as far as we are concerned the problem will be getting
the people here at the proper time. The fall would be easier the first year, as far
as we are concerned, but after that we could--

25X1A9A

[] Suppose we do this in the recommendation -- we suggest that
the first course be run in 1962, and we will try to come up with a date agreeable
to the three Directorates, and selection of personnel who are available--

25X1A9A

[] That means you have only got the fall -- that means
it will be in the fall.

25X1A9A

[] That is right -- early fall or late fall.

MR. ECHOLS: Why not say the fall of 1962.

25X1A9A

[] And under certain circumstances we could start about the
middle of August -- that would be much better.

25X1A9A

[] With the idea that after this pilot one you might start

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the second one, on an annual basis, in the spring?

25X1A9A [] Yes.

25X1A9A [] Let's have a good first course, even if we don't get the thing off the ground in a hurry. I'd rather take six months to do it and do it well.

MR. ECHOLS: Let me ask you a question: is it advisable at this time to actually attempt to publish any Regulation on the subject? Why not be absolutely silent about it?

25X1A9A [] Have an announcement rather than a Regulation, and let the first course dictate what the Regulation--

25X1A9A [] As far as I am concerned the only announcement you need is in the OTR Bulletin, and it's up to us - in a sense we will set the tenor by the way we go about selecting.

MR. ECHOLS: Later on for public relations purposes we might want to say something to show we have such a thing.

Well, to conclude this subject, then, if we are at that point, would it be correct that you [] indicating [] would want to make a few 25X1A9A minor revisions in this basic proposal, and then perhaps put it in the form of a transmittal memo--

25X1A9A [] A brief for the Career Council summarizing this discussion.

MR. ECHOLS: And some rough cost estimates, etc., and timing, could be discussed in the transmittal memo.

25X1A9A [] These are the considerations that entered into the discussion, and then we have recommendations from this Board to the Career Council.

MR. ECHOLS: And I think it will go through like that, myself.

25X1A9A [] I think so.

25X1A9A [] That will be the easiest part of the job.

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25X1A9A

[] As far as timing is concerned, I think we could prepare such a brief very shortly after the transcript is made.

MR. ECHOLS: A second little item on the agenda, which I would like to wind up, we think events have overtaken discussion--

25X1A9A

[] It recognized the problem but didn't establish any solution. And our friend [] here in previous conversations in the Personnel Development Board -- and [] I think was sitting in -- and he recognized this as a problem and I recognized this as a problem, but we put it to one side in an effort and attempt to get the JOT's schedule approved -- which we did. And then the statement made by Helms that he recognized that consideration would be given and efforts would be made -- I have forgotten exactly the terminology -- we haven't any program, any pattern, and I don't think at the moment this has been vehemently attacked. I would suggest that inasmuch as this is an addition to what was on the original agenda, I think that I should go back and check this out with DeB and the Personnel Office to see just exactly what sort of an effect this will have -- the handling of other officers in the same grade spectrum as we are handling junior officer training.

25X1A9A

25X1A9A

MR. ECHOLS: I would think it would be a very simple process -- that is, when your Panels are meeting to rank your officers by grade for promotion purposes that you would merely try to identify those that you believe are comparable in terms of qualifications, potential, and so on, with your JOT's.

25X1A9A

[] Let's put it this way: there has been a misuse of certain grades - 9 to 10, for example, and in some cases 10 to 11 - by the Panels in the past few years which was based upon a desire to reward the lassie, shall we say, who has been with us for 15 years, and she is a very good reports officer, but the reports officer slot she has, which is a 9/10, is actually an 11, and so she is promoted -- and this confuses the whole personnel organizational pattern for promotion purposes. She is not actually comparable to the JOT or the individual who is moving through this system. This is the thing I'd like to devote some attention to, because Dan has to put out some instructions to the Panels as to how we handle

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a situation such as this in the future in order to have this done in a reasonable, logical fashion.

MR. ECHOLS: I don't quite see your problem -- because when I'm ranking individuals I don't have much trouble differentiating between a woman or a man, or, for that matter, a chimpanzee, who is receiving promotion consideration because he has done a fine job for 15 years and has^{no} real potential - I have no trouble differentiating between that person and a bright young male or female who is comparable in every respect to my JOT's.

25X1A9A Which one would you promote?

MR. ECHOLS: I'm going to promote my JOT's and their--

25X1A9A No instruction has gone to the Panel that you use this as the criteria. They have in the past used this particular mechanism, shall we say, to reward long years of very good effort.

MR. ECHOLS: No, an instruction to Panels would have to be issued, and somebody would have to generally monitor the Boards in this respect.

25X1A9A I say these things have happened in the past. I don't argue they are wrong, but in the situation of having a group of individuals that are recognizable, describable JOT's who are supposed to move through at a certain rate, it's only fair that others who are in a similar grade be given consideration for movement through the different grade levels at the same rate. They may not make it but we want to make sure this is done in an equal, equitable, logical fashion. The example that I gave confuses the issue, because out of the number of promotion slots some of them have been taken up by the cases that I have described, and JOT's have not been promoted.

25X1A9A This is the problem - how many spaces you have to use against your population. I think we are in pretty good shape and have been for some time in this particular area. I think your indicating 25X1A9A problem is much worse.

25X1A9A We have a larger number of JOT's coming aboard than most

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people, and while we are using this particular input as our major source of young officers it will take careful monitoring to make sure this doesn't become a problem. Certainly this is part of the problem.

[] Let me recap for a second my understanding of the 25X1A9A situation. When the JOT proposal first came up there was some objection because this appeared to be singling out for preferential treatment this particular group when there were other people who ought to get the same kind of consideration. All right, this says, in effect, if you have in fact others who are to be looked at that are about as good, give them the same consideration insofar as you are able to do so.

[] The way this thing is worded it is wide open. It 25X1A9A couldn't be more loosely stated to allow anybody to interpret it with the intensity they feel.

25X1A9A [] This was very nearly the wording of the Personnel Development Board.

25X1A9A [] So I was . . . inaudible . . . and also the statistical situation is such that I don't think it would cause us great pain.

25X1A9A [] You wouldn't have a problem, no.

MR. ECHOLS: It seems to me this is merely a matter of intent, insofar as it is feasible to carry it out.

25X1A9A [] That is exactly what it is.

25X1A9A [] The records of the previous discussion, both in the Council and in the Personnel Development Board, indicate pretty clearly it was a statement of intent that was wanted.

MR. ECHOLS: But it would be important, it seems to me, that your Panels down in the DD/P particularly, or your Boards elsewhere, be advised of the desired intent and instructed to carry it out insofar as possible.

25X1A9A [] I'm not arguing the intent or desirability here. I just

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don't want to go along with a report to the Career Council that this is being done until I check back and make sure we are in a position to do it. And my recollection is that in looking at the personnel progression schedule, or whatever it was, that was used as a take-off point for CS personnel analysis, that was prepared in 1960, I believe, we had in terms of JOT's 90 a year moving through this - a career over 20 or 25 years, so there was no problem of being able to handle the JOT's because the specified rate of promotion in that particular schedule was virtually the same as we recommended -- but there was also a large asterisk indicating there were others. Now I would like to go on back and make sure these others are able to go through it, too, on a 10 or 15 year basis.

MR. ECHOLS: And you will give us a report the next time around?

25X1A9A

Yes, your paragraph 3 here is a little ahead of things. What I did was approve the principles that you put down there -- we are doing it, but no instructions have gone out, and I was certainly waiting for the Council to say okay before we actually go ahead.

MR. ECHOLS: Any other business? ☐ No response.

. . . . The meeting adjourned at 4:20 p.m.

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